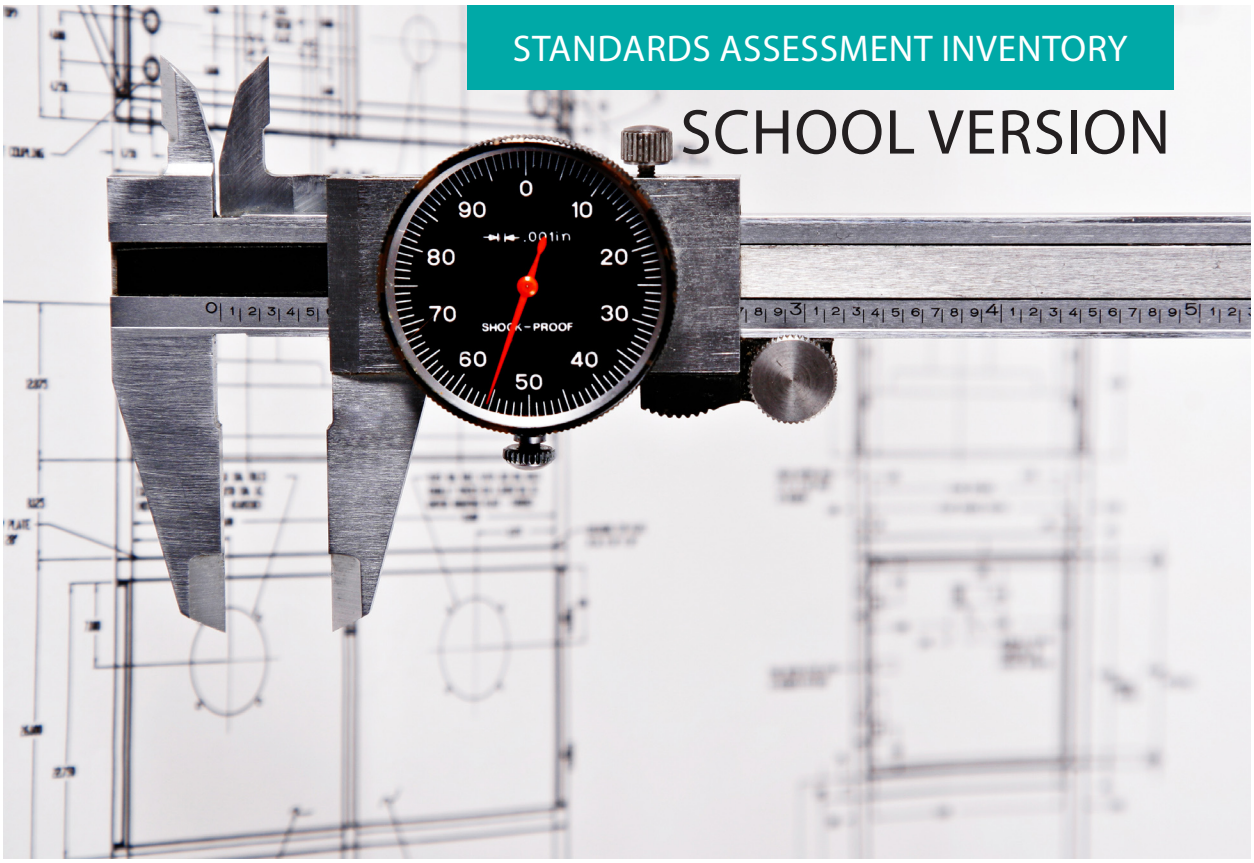

USING THE SAI TO BUILD A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Joint Venture
Title II-A

Developed by Patricia Roy, Ed.D.

Arizona Department of Education
(Tom Horne, Superintendent)
&
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Using the SAI

Professional development that improves teaching and student learning meets research-based standards to ensure high-quality educator learning experiences. Since the quality of professional learning affects its results, many states, districts, and schools want to measure the effectiveness of their professional development to make targeted improvements. However, few valid and reliable instruments are available to provide this information.

The Standards Assessment Inventory (SAI) helps schools and districts assess how well their professional learning practices align with the National Staff Development Council's Standards for Staff Development. The results can help educators focus on ways to improve the quality of their professional learning and create overall school improvement that contributes to student achievement.

NSDC partnered with SEDL, a national education research laboratory, to design and produce a valid instrument that reliably measures how well a school's practices meet the definition of high-quality professional development. The SAI measures each of the 12 standards with five questions. The completed instrument provides data that educators can use to identify areas of strength and areas that need improvement.

Evaluation is an essential component of good practice. The SAI allows users to see the overall picture of professional development that exists in their school, to craft a plan for improvement, and to measure progress toward goals.

Using the SAI results along with processes and strategies included in this document, schools can determine their next steps in planning for continuous professional learning focused on increasing student achievement.

1 Align with the National Staff Development Council (NSDC) standards

The Standards Assessment Inventory (SAI) measures how well NSDC's Standards for Staff Development are being implemented. Measuring implementation is an important element in ensuring that professional development continues to improve so that student learning can improve. Indeed, each of the 12 standards begins with the same phrase: Staff development that improves the learning of all students… This phrase affirms NSDC's belief that districts and schools that invest in effective professional development improve student learning. The phrase also reaffirms that strong and effective teacher learning and new classroom practices are necessary before student learning can improve.

The 12 standards are listed on p. 5. The standards are organized into three categories: context, process, and content. To create professional development that improves teacher and student learning, all three areas need to be addressed simultaneously. Context encompasses the organizational culture and climate that support learning, leadership that builds collaboration, and a support system that provides time and other resources. Planning, designing, implementing, and evaluating professional development constitute process. Content comprises the knowledge and skills staff members need to learn and use in their classrooms. Effectively implementing new programs and practices requires that professional development be an integral part of an improvement plan through ongoing, organizational support for professional learning.

These standards also redefine professional development and emphasize the importance of results-driven, collaborative, job-embedded professional development. Research has identified characteristics of effective professional development. These characteristics include learning that is:

- Collaborative or team-based;
- Continuous (45 to 80 hours on a single focus);
- Job-embedded, occurring during the workday and the work week.
- Aligned with student needs based on data analysis;
- Aligned with the school's content standards, assessments, and curriculum;
- Continually supported in order for classroom implementation to be effective.

One of the goals of professional development is to have new strategies be implemented. Job-embedded, collaborative forms of professional learning are more effective than traditional workshops in transferring learning into practice. Research has found that the typical "workshop" format results in very little classroom implementation of new practices (5% to 10%) unless teachers also experience classroom-based coaching or follow-up. Professional development has been redefined to emphasize school-based teams whose members collaborate to learn content, plan lessons, and support one another's implementation of new classroom practices. Team members support and help each other as they examine student

work to determine the impact of their instruction, as well as their focus for further professional learning.

For schools to get a return on their investment in professional development, professional development planning and implementation need to change. One change is that professional development becomes school-based. School-based professional development is necessary because each school within a system is different, and those differences need to be reflected in teachers' professional learning. Student needs will differ among schools, as will educators' levels of experience or background knowledge. In professional development, one size does not fit all.

Principals and school improvement or leadership teams need the capacity to develop collaborative cultures that sustain and support teachers' use of new practices. The school needs support and assistance from central office staff to prepare administrators and teachers to use a variety of data to determine the focus of professional learning, to build collaboration skills and structures, to use job-embedded professional development designs, and to have the skills to provide teachers with long-term support for using new classroom practices. The central office is an essential partner for schools creating powerful professional development that impacts both students and teachers.

The Standards Assessment Inventory (SAI) identifies how well a school and district are implementing NSDC's Standards for Staff Development. Each standard is reflected on the SAI by five questions. A tool for analyzing the SAI follows. Rather than analyzing the results according to individual standards, the tool focuses on a set of NCLB Section 2141 planning requirements (see box). Each planning requirement is listed at the top of the page introducing that section, followed by a brief explanation of that step and its relationship to NSDC's standards. The related survey questions for that planning step are listed, with space for central office staff to record the percentage of survey responses. Questions may come from multiple standards; standards are indicated at the end of each question. The tool also suggests next steps for addressing that question and related articles and books for district staff seeking more information.

NCLB Section 2141comprehensive professional development planning requirements

1. The comprehensive plan aligns with NSDC's Standards for Staff Development.
2. The comprehensive plan includes a needs assessment based on multiple sources of student data.
3. The comprehensive plan includes a needs assessment based on multiple sources of educator data.
4. The comprehensive plan includes student learning goals that are based on data analysis.
5. The comprehensive plan includes educator learning goals that are linked to student learning goals.
6. The comprehensive plan uses strategies, programs, and practices selected because of research-based evidence of their effectiveness.
7. The comprehensive plan uses a variety of job-embedded professional development models tied to desired outcomes.
8. The comprehensive plan establishes a clear timeline that is reasonable and attainable.
9. The comprehensive plan includes an evaluation plan to measure the effect of professional development.

NSDC's Standards for Staff Development

CONTEXT STANDARDS

Staff development that improves the learning of all students…

- Organizes adults into learning communities whose goals are aligned with those of the school and district. *(Learning Communities)*
- Requires skillful school and district leaders who guide continuous instructional improvement. (*Leadership*)
- Requires resources to support adult learning and collaboration. (*Resources*)

PROCESS STANDARDS

Staff development that improves the learning of all students…

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (*Data-Driven*)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (*Evaluation*)
- Prepares educators to apply research to decision making. (*Research-Based*)
- Uses learning strategies appropriate to the intended goal. (*Design*)
- Applies knowledge about human learning and change. (*Learning*)
- Provides educators with the knowledge and skills to collaborate. (*Collaboration*)

CONTENT STANDARDS

Staff development that improves the learning of all students…

- Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (*Equity*)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (*Quality Teaching*)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (*Family Involvement*)

AGENDA: OPTION 1

Purpose: To analyze NSDC's Standards Assessment Inventory (SAI) and determine next steps to improve professional development within the district

Materials: Frequency Count by Standard Question report from the SAI results packet
Details report from the SAI results packet
SAI Worksheets (from this packet)
One Summary of SAI Results, enlarged to poster size

Time: 60 to 90 minutes, depending on the group's size

Directions:

1. Begin with a brief overview of NSDC's Standards for Staff Development (see p. 5) and the SAI. While the SAI is organized according to the standards, this analysis is based on nine planning requirements (see p. 4).

2. Divide into small groups.

3. Assign each group a single component or approximately six questions. (For example, one small group could address Components 2, 4, and 5; a second group could address Component 6; a third group could address Component 3; a fourth group might take half of Component 7; etc.)

4. Ask each small group to use the Frequency Count by Standard Question report and the Details report to find and record the average score and percentage of "never," "seldom," "sometimes," "frequently," and "always" responses for each question in the group's section. **Note:** The parentheses at the end of the question indicate the name of the standard to which the group should refer to find results. Results are organized according to the standards, not in numerical order.

5. Have the group determine composite scores for the group's assigned questions.
   a. *Never, seldom, and sometimes* percentages comprise the **needs attention** category.
   b. *Frequently* falls in the **progressing** category.
   c. *Always* is the **skilled** category.

6. Have each small group highlight any results in which **needs attention** is 50% or higher.

7. Ask groups to note any categories in which the **progressing** and **skilled** categories are 60% or more, and then to circle any question in which the **progressing** category is larger than the **skilled** category. See the sample on pp. 12-13.

8. Ask groups to transfer their results to the enlarged, poster-sized Summary Sheet.

9. Ask the large group to reflect together by considering:
   a. What strengths do you see in these results?
   b. What needs do you see in these results?
   c. What are some surprises?
   d. What questions do you have?
   e. What are some possible next steps you think should happen?
   f. What are some next steps provided within the worksheets which might work within your setting?

10. Ask each person to indicate on an index card (or verbally, depending on the group's size) one or two priority areas that he/she believes needs to be addressed to improve professional development within the district.

AGENDA: OPTION 2

Purpose: To analyze NSDC's Standards Assessment Inventory (SAI) and determine next steps to improve professional development within the district

Materials: Frequency Count by Standard Question report from the SAI results packet
Details report from the SAI results packet
SAI Worksheets (from this packet)
One summary of SAI Results for each participant
One Summary of SAI Results, enlarged to poster size

Time: 60 to 90 minutes, depending on group size

Directions:

1. Begin with a brief overview of NSDC's Standards for Staff Development (see p. 5) and the SAI. While the SAI is organized according to the standards, this analysis is based on nine planning requirements (see p. 4).

2. Complete the poster-sized Summary Sheet.

3. Divide into smaller groups, and provide each group a summary sheet, Frequency Count by Standard Question report, and Details report.

4. Assign each group a single component or approximately six questions. (For example, one small group could address Components 2, 4, and 5; a second group could address Component 6; a third group could address Component 3; a fourth group might take half of Component 7; etc.)

5. Ask each small group to use the Frequency Count by Standard Question report and the Details report to find and record the average score and percentage of "never," "seldom," "sometimes," "frequently," and "always" responses for each question in the group's section. Note: The parentheses at the end of the question indicate the name of the standard to which the group should refer to find results. Results are organized according to the standards, not in numerical order.

6. Have the group determine composite scores for the group's assigned questions.
   a. *Never, seldom, and sometimes* percentages comprise the **needs attention** category.
   b. *Frequently* falls in the **progressing** category.
   c. *Always* is the **skilled** category.

7. Have groups transfer their results to the poster-size Summary Sheet.

8. Ask the group to reflect on the results.
   - Discuss specific questions in which responses fall in either the high or low range.
   - Identify patterns or trends within the data. For example, is an entire category low or high?
   - Identify any questions in which **progressing** is high even though **needs attention** is low.
   - Review specific questions of particular interest. For example, if the district has been focusing on data analysis, what do the results in this category show?
   - What are some next steps to take?

9. Ask each group to review the SAI worksheets for the group's set of questions. Each should consider the suggested "next steps" and identify actions appropriate to the district.

10. Ask groups to share any next steps they identified from the worksheets with the whole group.

Directions:

1. Use the **Frequency Count by Standard Question** report to record the percentage of educators who responded at each value level. The questions you will analyze are organized not in numerical order, but according to the *standard* under which they fall. After each question, the name of the standard to which the question is linked appears in parentheses.

   For example, for question #12: Teachers at our school learn how to use data to assess learning needs (*Data-Driven*), responses will be found in the Data-Driven component of the results.

   The standards are provided in this sequence:

   1. **Learning Communities**
   2. **Leadership**
   3. **Resources**
   4. **Data-Driven**
   5. **Evaluation**
   6. **Research-Based**
   7. **Design**
   8. **Learning**
   9. **Collaboration**
   10. **Equity**
   11. **Quality Teaching**
   12. **Family Involvement**

2. Use the **Details** page to record the average response value for each question.

3. Reconfigure the percentages into three categories. Combine results for "never," "seldom," and "sometimes" into the single category **needs attention**. Transfer the results for "frequently" into the **progressing** category. Transfer the results for "always" into the **skilled** category.

4. If the **needs attention** category is 50% or greater, the school should address the issue described in the question.

5. If the **progressing** and **skilled** categories are 60% or more, determine whether **progressing** is a greater percentage than **skilled**. (See the sample, pp. 12-13, #57 & #5.) If **progressing** has a significantly higher percentage, the issue addressed in the question *is likely* an area of need.

6. Review the **Next Steps** section of each component to consider ways the school might address needs identified through the Standards Assessment Inventory (SAI). These ideas are *possible* strategies to consider. The school does *not* need to do all of the options.

7. Consider additional resources to gain knowledge. Each component includes a list of articles and books for more information. Many of these articles can be found on the public side of the National Staff Development Council web site at **www.nsdc.org**. The complete set of articles is available with NSDC membership.

SAMPLE WORKSHEET

8 Establish a clear timeline that is reasonable and attainable

Many studies have focused on the amount of time it takes individuals to learn and use new instructional strategies at a high level of quality in the classroom. The most effective professional development occurs over a period of several years in order to support teachers' use of the new strategies or curriculum. Depending on how different new practices are from current practices, teachers and principals may take two to three years to use new strategies consistently and with high quality. A number of activities occur during this period. Educators need:

- To develop knowledge about the new practices through training, online or traditional courses, study groups, or other means;
- Time to develop lessons, collect necessary materials, and gather or create curriculum units.
- Support to use the new strategies with students, problem-solve barriers to implementation, and examine student work to determine the effect on student learning.

Ongoing support and assistance are critical. Support can come from peers working in learning teams, from study groups, or from an instructional coach. Leaders adjust support based on formative evaluations of professional development.

#57: When we adopt school improvement initiatives, we stay with them long enough to see if changes in instructional practice and student performance occur. *(Design)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	33% *Needs attention*	• Provide opportunities for teachers to learn about new instructional strategies, and provide support for implementing those strategies over two to three years. • Develop administrator and school improvement team knowledge of the change process and how to provide ongoing support and assistance. • Work with regional agencies or state departments to create Innovation Configuration maps that describe high-quality implementation of new practices or programs. • Monitor progress and use of new instructional strategies using nonevaluative walk-throughs or Innovation Configuration maps.
Seldom	0%		
Sometimes	33%		
Frequently	64%	**64%** *Progressing*	
Always	3%	3% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

#5: We have opportunities to practice new skills gained during staff development. *(Learning)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	12% *Needs attention*	• Support teachers as they practice new classroom strategies or curriculum materials by providing an instructional coach, an external expert, or a consultant. • Ask learning teams to log their use of new practices or programs and to submit those logs quarterly along with a list of specific supports they need to implement the new practices. • Identify specific classroom practices learning teams will focus on, and create a plan of how to support each member's use of those new practices in the classroom. • Clearly describe new practices in operation. Find or create Innovation Configuration maps for the desired classroom practices.
Seldom	0%		
Sometimes	12%		
Frequently	70%	**70%** *Progressing*	
Always	18%	18% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

SAMPLE WORKSHEET

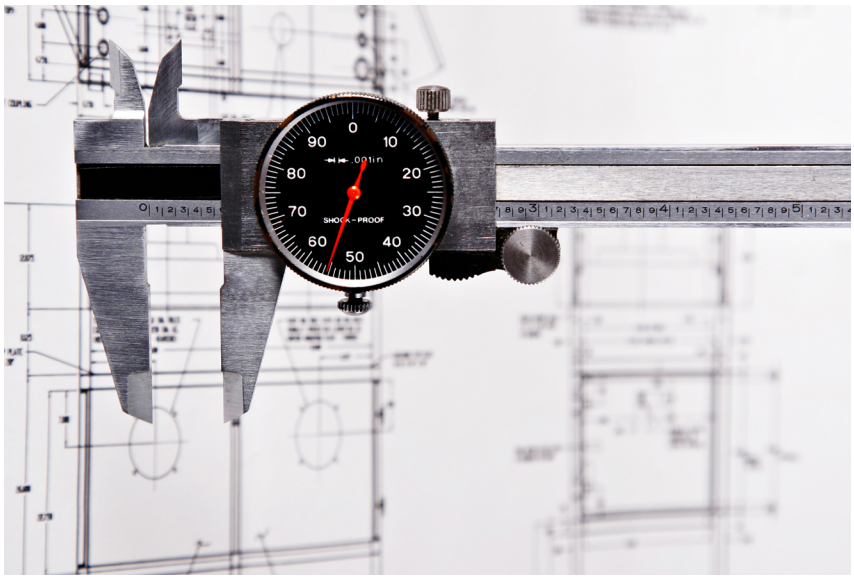
#16: We receive support implementing new skills until they become a natural part of instruction. *(Learning)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	**67%** *Needs attention*	• Secure an instructional coach to conduct classroom demonstration lessons, observations, and feedback on new skills. • Develop coaching skills among learning team members. • Create a timeline for using new strategies that extends over two to three years, and provide materials and ongoing support for new strategies. • Collect strategies that provide teachers with ongoing support for using new classroom practices, such as the Concerns-Based Adoption Model (CBAM).
Seldom	9%		
Sometimes	58%		
Frequently	27%	27% *Progressing*	
Always	6%	6% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

#23: My school structures time for teachers to work together to enhance student learning. *(Collaboration)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	**54%** *Needs attention*	• Reconfigure work schedules so staff members have uninterrupted time to work collaboratively to build and use instructional skills. • Ensure that learning teams use their time to support each member's use of new practices, problem solve barriers to implementation, and examine student work for evidence of professional learning's impact on student achievement.
Seldom	6%		
Sometimes	48%		
Frequently	45%	45% *Progressing*	
Always	0%	0% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

SAMPLE WORKSHEET



SAI Worksheets

2 Include a needs assessment based on multiple sources of student data

Planning effective professional development requires using varied data sources to determine areas of focus. By accessing multiple data sources, school leaders can search for patterns or trends across many types of student learning data and identify needs based on student learning goals. The principal and school leadership team need to examine data in addition to state standardized test results, including interim assessments, common assessments developed by grade-level or content-area teams, rubrics that provide analyses of student work, and additional standardized assessments. When multiple data sources indicate a common issue, that common factor is likely to be a critical school need.

#12: Teachers at our school learn how to use data to assess learning needs. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	____% *Needs attention*	• Develop teachers' and grade-level teams' skills so they are able to analyze various student data (i.e. Arizona's Instrument to Measure Success [AIMS]; interim assessments; common assessments development by grade-level teams; student work analyzed using rubrics). • Examine alternative school schedules to consider modifications that would provide time for teachers at different grade levels to have conversations based on student learning data and to identify common patterns or trends about student learning needs • Identify current levels of and develop trust among grade-level teams so that teachers feel safe sharing student results with their peers.
Seldom ____%		
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never _____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Build a work schedule so that grade-level teams can regularly work together to analyze student learning data (at least once a month).
• Provide resources and time so that grade-level teams can plan lessons and units based on their analysis of student work.
• Build teachers' collaborative skills so that they can work effectively with each other in grade-level or content-area teams.</td></tr>
<tr><td>Seldom _____%</td></tr>
<tr><td>Sometimes _____%</td></tr>
<tr><td>Frequently _____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always _____%</td><td>_____%
Skilled</td><td></td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

For more information about analyzing student data

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3 Include a needs assessment based on multiple sources of educator data

The typical needs assessment survey gathers information on what teachers would like to learn — not necessarily on what students need to know and be able to do. To ensure that professional development is focused on student needs, planners need multiple sources of data about teacher needs related to professional development. Assessments should focus on teacher knowledge and skills, as well as current classroom practices. Over a long-term program of two to three years, the data also may be useful for monitoring teacher use of new strategies and curriculum. These data are designed to focus professional development on educator needs and address those needs through differentiated professional development for both teachers and administrators.

#30: Our school uses evaluations of professional development outcomes to plan for professional development choices. *(Data-Driven)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never ____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Ensure the school improvement team or principal has tools to collect formative assessment data related to professional development goals.
• Create a school learning environment where it is safe for educators to discuss how frequently and how well they are using new instructional strategies.
• Ensure that the school improvement team and principal know and understand strategies for monitoring the quality of implementation of new classroom practices.
• Ensure that the school improvement team or principal know about a variety of ongoing support strategies that can sustain educators while they learn to implement new classroom practices.</td></tr>
<tr><td>Seldom ____%</td></tr>
<tr><td>Sometimes ____%</td></tr>
<tr><td>Frequently ____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always ____%</td><td>_____%
Skilled</td><td></td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

#39: Teachers use student data to plan professional development programs. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Provide opportunities for teachers to learn to use collaborative skills when working with colleagues. • Ensure learning or grade-levels teams have time to analyze their students' achievement results and to identify their own learning needs in relation to student needs. • Explore structured conversation formats called protocols that focus on ways to analyze data. • Ensure educators have timely access to student data.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Develop and support teachers' use of various protocols such as the Tuning Protocol or other strategies so they are able to collaboratively review student work. • Create a schedule that allows grade-level teams time to meet during the instructional day to discuss student learning needs based on data. • Help teachers learn collaborative skills. • Build a culture of trust so that teachers feel safe to share information about their students' work.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#52: Teachers' prior knowledge and experience are taken into consideration when designing staff development at our school. *(Design)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never ____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Survey teachers' current knowledge about new practices or programs.
• Create clear descriptions of what new programs or practices look like when they are implemented with high quality, and use the descriptions to determine a starting point for professional development.
• Use classroom walk-through results to determine what teachers currently do in the classroom and to determine next steps for professional development.</td></tr>
<tr><td>Seldom ____%</td></tr>
<tr><td>Sometimes ____%</td></tr>
<tr><td>Frequently ____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always ____%</td><td>_____%
Skilled</td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

For more information about teacher needs assessment data

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4 Include student learning goals based on data analysis

NSDC's standards suggest that the sequence needed to determine appropriate and effective professional development involves three steps. First, thoroughly analyze a variety of student learning data. Determine both broad patterns and trends related to student learning needs and focus on details — down to the strand level — of specific learning needs. Next, analyze a variety of teacher learning needs. Finally, determine the focus and format of professional development using these analyses. Express student learning goals in a SMART goal format: The goal is **Specific, Measurable, Attainable, Results-oriented,** and **Time-bound.**

#22: We design improvement strategies based on clearly stated outcomes for teacher and student learning. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Involve most of the school's educators in analyzing a variety of student learning data, including but not exclusively Arizona's Instrument to Measure Standards results. This analysis helps them understand student needs and how professional development relates to student learning. • State student learning goals within the school improvement plan using a SMART goal format that is specific about the amount of improvement expected, how improvement will be measured, and the timeframe for accomplishing the goal. • Use a SMART goal format to establish clear implementation outcomes for educators related to the school's professional development focus.
Seldom ____%	____% *Needs attention*	
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about developing student learning goals

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Include educator goals that align with student learning goals

NSDC's standards promote the idea that three steps help determine appropriate and effective professional development. The first step is thoroughly analyzing a variety of student learning data. The second step is analyzing teacher learning needs, including finding out what educators already know about student learning needs or specific programs. This step assumes that at least some faculty members probably already have background in the focus area or that the professional development might need to focus on supporting strong classroom implementation of new practices which teachers have learned about but have not yet implemented. The final step in the sequence is determining the focus and format of professional development for educators that aligns with student learning needs.

#22: We design improvement strategies based on clearly stated outcomes for teacher and student learning. *(Design)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never ____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Help school-based staff determine their specific learning needs related to student learning needs. What do teachers need to know and be able to do to affect the student learning goal? For example, if the students are not achieving well in discrete mathematics, educators should focus their professional learning on discrete mathematics — what it is, instructional strategies, curriculum materials, etc.
• Establish educator learning goals in a SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound) goal format that includes a specific statement of the desired level of improvement, ways that improvement will be measured, and the timeframe.
• Provide for internal or external experts to describe essential knowledge, skills, and behaviors that educators need to develop to accomplish student learning goals. For example, “Teachers need to know how to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data to adjust instruction.” These statements of knowledge and skills can be used to determine what teachers need to learn to do through professional development.</td></tr>
<tr><td>Seldom ____%</td></tr>
<tr><td>Sometimes ____%</td></tr>
<tr><td>Frequently ____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always ____%</td><td>_____%
Skilled</td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

#10: Our principal's decisions on schoolwide issues and practices are influenced by faculty input. *(Leadership)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never ____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Secure external or internal experts to describe the essential educator knowledge, skills, and behaviors that are to be developed to help accomplish the student learning goal. A statement, for example, might be that teachers need to know how to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data to adjust instruction. These statements of knowledge and skills can be used to determine what teachers need to learn to do through professional development.
• Develop principal and school improvement team skills in collecting a variety of teacher learning needs data using walk-throughs, interviews, focus groups, or Concerns-Based Adoption Model (CBAM) strategies such as one-legged interviews, Stages of Concern survey, or open-ended responses.</td></tr>
<tr><td>Seldom ____%</td></tr>
<tr><td>Sometimes ____%</td></tr>
<tr><td>Frequently ____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always ____%</td><td>_____%
Skilled</td><td></td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

SAMPLE LEARNING GOALS

- **TEACHER:**
  By March, 2011, 100% of teachers will use graphic organizers during reading instruction as shown through data collected on walk-throughs.

- **STUDENT:**
  By the end of this semester, all 8th-grade students will demonstrate at least 75% mastery on the 8th-grade vocabulary interim assessment.

For more information about teacher learning goals

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6 Use research-based evidence to select strategies, programs, and practices

Effective professional development calls for a long-term, two- to three-year investment to develop educator knowledge, skills, and behaviors. Effective professional learning involves strategies, programs, or practices that evidence has shown improve student learning; schools need more than a statement that a selected program is "based on research." The principal and school improvement team members need to identify specific research on the program's impact on achievement. In an analysis of the effectiveness of more than 496 nationally-known programs, reviewers found that only 5% had collected evidence of impact on student learning. When considering any new program, ask: What evidence do you have of its impact on student learning? What were the characteristics of the student population? How many students were assessed?

#4: Our school uses educational research to select programs. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Develop the principal's and school improvement team's skills for reviewing educational research. • Identify and use web-based research clearinghouse sites that provide research about programs and practices. • Create a decision-making procedure that requires professional development planners to examine educational research as a major component of any initiative.
Seldom ____%	_____% *Needs attention*	
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#14: We make decisions about professional development based on research that shows evidence of improved student performance. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Ensure that learning team leaders are skilled at reviewing educational research and can support the team's work with appropriate research. • Become familiar with Robert Marzano's meta-analysis of research on instructional strategies, effective schools, classroom management, etc..
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#21: When deciding which school improvement efforts to adopt, we look at evidence of effectiveness of programs in other schools. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Arrange a site visit to local districts or schools where potential programs have been implemented. • Establish a standardized set of questions concerning research evidence to ask when considering any program or new practice. • Learn about action research so that school staff can determine the effectiveness of new programs or practices on student learning.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#36: When considering school improvement programs, we ask whether the program has resulted in student achievement gains. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Collect addresses for web-based research clearinghouse sites that provide research about programs and practices. • Establish a standardized set of questions concerning research evidence to ask when considering any program or new practice. • Determine the impact on student learning and the demographics of the student population when considering any new program.
Seldom ____%	____% *Needs attention*	
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#41: The school improvement programs we adopt have been effective with student populations similar to ours. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Develop skills needed to review educational research. • Collect addresses for web-based research clearinghouse sites that provide research about programs and practices. • Determine the impact on student learning and the demographics of the student population when considering any new program.
Seldom ____%	____% *Needs attention*	
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about research-based evidence of effectiveness

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Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: ASCD.

WEB SITES

http://whatworkshelpdesk.ed.gov/identify.asp

What Works Clearinghouse has an online, evidence-based education help desk that includes resources to allow users to identify and implement evidence-based interventions.

7 Use a variety of job-embedded professional development models tied to desired outcomes

NSDC's standards promote collaborative, job-embedded professional learning that is continuous. Collaborative, job-embedded strategies result in more implementation of new practices than the traditional workshop. Job-embedded strategies occur more frequently but for shorter periods of time. For example, a learning team of grade-level teachers meets daily or three times a week to analyze student work or interim assessment results, to plan how to reteach or accelerate learning, to plan new lessons or units, and to coach each other in the use of new practices or materials. A district's professional development plan might support effective professional learning by increasing the capacity of school faculty and administration to plan and use job-embedded practices.

#9: The teachers in my school meet as a whole staff to discuss way to improve teaching and learning. *(Learning Communities)*

<table>
<tr><th>% OF SCHOOL RESPONSES</th><th>COMPOSITE SCORES</th><th>NEXT STEPS</th></tr>
<tr><td>Never ____%</td><td rowspan="3">_____%
Needs attention</td><td rowspan="4">• Learn to conduct staff or team meetings that include a focus on professional learning, sharing, and problem solving.
• Use celebration and recognition activities during whole school faculty meetings to build a positive and collaborative culture within the building.
• Use protocols to structure cross-grade or cross-content area conversations during whole school faculty meetings to build a collaborative culture among the whole faculty.</td></tr>
<tr><td>Seldom ____%</td></tr>
<tr><td>Sometimes ____%</td></tr>
<tr><td>Frequently ____%</td><td>_____%
Progressing</td></tr>
<tr><td>Always ____%</td><td>_____%
Skilled</td><td></td></tr>
<tr><td colspan="3">Question average:</td></tr>
<tr><td colspan="3">Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4</td></tr>
</table>

#29: We observe each other's classroom instruction as one way to improve our teaching. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Involve faculty members in developing appropriate tools to be used during peer observations related to priority professional development goals. • Develop a schedule that provides time for reciprocal peer observations. • Ensure that educators know how to provide constructive feedback after classroom observations. • Ensure that learning teams know how to support each other's use of new instructional strategies or curricular materials.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#34: We receive feedback from our colleagues about classroom practices. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Develop a trusting school environment where collegial feedback about teaching is valued and expected as a routine behavior. • Engage faculty members in a conversation about the purpose and outcomes of peer observations. • Ensure that peers know how to provide nonevaluative, descriptive feedback to their colleagues. • Have an instructional coach model how to provide effective feedback.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#56: Teachers examine student work with each other. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Build the principal's and school improvement team members' knowledge and skills concerning strategies for examining student work. • Have an instructional coach help teachers use protocols to examine student work. • Build analysis of student work into the continuous improvement process. • Collect protocols that focus on examining student work.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#18: Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues). *(Leadership)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Secure the principal's commitment to building his/her knowledge and use of job-embedded professional development strategies. • Have the principal review and suggest job-embedded strategies teachers can use if learning teams create their own professional learning goals. • Secure an instructional coach to work with grade-level or content-area teams in job-embedded professional development. • Build a school culture that focuses on continuously improving classroom practices rather than on the status quo.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#2: Fellow teachers, trainers, facilitators, and/or consultants are available to help us implement new instructional practices at our school. *(Resources)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Build the principal's and school improvement teams' knowledge and skills about the change process in order to support faculty members. • Have an instructional coach work with administrators and faculty members on implementing new instructional practices. • Develop the principal's and school improvement team members' knowledge and understanding of job-embedded professional development. • Have school teams attend a Professional Development Leadership Academy to learn about planning and supporting effective professional development. (Academies are offered through the Arizona Department of Education).
Seldom ____%	_____% *Needs attention*	
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#19: Substitutes are available to cover our classes when we observe each other's classes or engage in other professional development opportunities. *(Resources)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Hire substitutes to allow educators to observe in one another's classrooms or meet in grade-level or content-area teams. • Collect strategies for ways to reconfigure schedules to allow educators time for classroom observations or job-embedded work.
Seldom ____%	_____% *Needs attention*	
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Develop administrators' and teachers' capacity to analyze classroom data and revise instructional practices to meet student needs. • Have an instructional coach help teachers analyze classroom data. • Collect protocols for analyzing student work and share them at whole school faculty meetings. • Model how to analyze student work during a whole school faculty meeting.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#15: At our school, teacher learning is supported through a combination of strategies (e.g. workshops, peer coaching, study groups, joint planning of lessons, and examination of student work). *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Build the principal's and team leaders' knowledge about job-embedded professional development. • Have an instructional coach work with grade-level or content-area teams to use job-embedded professional development. • Attend a Professional Development Leadership Academy to learn about planning and supporting effective professional development. (Academies are offered through the Arizona Department of Education.) • Visit other schools that are using a variety of professional development strategies.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#42: At my school, teachers learn through a variety of methods (e.g. hands-on activities, discussion, dialogue, writing, demonstrations, practice with feedback, group problem solving). *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Build the principal's knowledge about job-embedded professional development. • Develop team leaders' knowledge of job-embedded professional development and support strategies within grade levels or content areas. • Create a teacher resource center that includes information about collaborative, job-embedded professional development. • Have an instructional coach work with grade-level or content-area teams to use job-embedded professional development.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#53: At our school, teachers can choose the types of professional development they receive (e.g. study group, action research, observations). *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Provide time for learning teams to develop specific, results-driven professional development goals for the team that are based on an analysis of student data. • Help learning teams plan their own professional development, including a variety of strategies. • Create a teacher resource center that includes information about collaborative, job-embedded professional development
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#28: Our school's teaching and learning goals depend on staff's ability to work well together.
(Collaboration)

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Develop the faculty's collaboration skills so staff can use job-embedded strategies effectively. • Have an instructional coach work with grade-level and content-area teams to develop collaboration skills. • Audit the school's culture to determine the current level of collaboration among staff members.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

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Establish a clear timeline that is reasonable and attainable

Many studies have focused on the amount of time it takes individuals to learn and use new instructional strategies at a high level of quality in the classroom. The most effective professional development occurs over a period of several years in order to support teachers' use of the new strategies or curriculum. Depending on how different new practices are from current practices, teachers and principals may take two to three years to use new strategies consistently and with high quality. A number of activities occur during this period. Educators need:

- To develop knowledge about the new practices through training, online or traditional courses, study groups, or other means;
- Time to develop lessons, collect necessary materials, and gather or create curriculum units.
- Support to use the new strategies with students, problem-solve barriers to implementation, and examine student work to determine the effect on student learning.

Ongoing support and assistance are critical. Support can come from peers working in learning teams, from study groups, or from an instructional coach. Leaders adjust support based on formative evaluations of professional development.

#57: When we adopt school improvement initiatives, we stay with them long enough to see if changes in instructional practice and student performance occur. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never 0%	_____% *Needs attention*	• Provide opportunities for teachers to learn about new instructional strategies, and provide support for implementing those strategies over two to three years. • Develop administrator and school improvement team knowledge of the change process and how to provide ongoing support and assistance. • Work with regional agencies or state departments to create Innovation Configuration maps that describe high-quality implementation of new practices or programs. • Monitor progress and use of new instructional strategies using nonevaluative walk-throughs or Innovation Configuration maps.
Seldom 0%		
Sometimes 33%		
Frequently 64%	_____% *Progressing*	
Always 3%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#5: We have opportunities to practice new skills gained during staff development. *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never 0%	_____% *Needs attention*	• Support teachers as they practice new classroom strategies or curriculum materials by providing an instructional coach, an external expert, or a consultant. • Ask learning teams to log their use of new practices or programs and to submit those logs quarterly along with a list of specific supports they need to implement the new practices. • Identify specific classroom practices learning teams will focus on, and create a plan of how to support each member's use of those new practices in the classroom. • Clearly describe new practices in operation. Find or create Innovation Configuration maps for the desired classroom practices.
Seldom 0%		
Sometimes 12%		
Frequently 70%	_____% *Progressing*	
Always 18%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#16: We receive support implementing new skills until they become a natural part of instruction. *(Learning)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	_____% *Needs attention*	• Secure an instructional coach to conduct classroom demonstration lessons, observations, and feedback on new skills. • Develop coaching skills among learning team members. • Create a timeline for using new strategies that extends over two to three years, and provide materials and ongoing support for new strategies. • Collect strategies that provide teachers with ongoing support for using new classroom practices, such as the Concerns-Based Adoption Model (CBAM).
Seldom	9%		
Sometimes	58%		
Frequently	27%	_____% *Progressing*	
Always	6%	_____% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

#23: My school structures time for teachers to work together to enhance student learning. *(Collaboration)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	_____% *Needs attention*	• Reconfigure work schedules so staff members have uninterrupted time to work collaboratively to build and use instructional skills. • Ensure that learning teams use their time to support each member's use of new practices, problem solve barriers to implementation, and examine student work for evidence of professional learning's impact on student achievement.
Seldom	6%		
Sometimes	48%		
Frequently	45%	_____% *Progressing*	
Always	0%	_____% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

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9 Include an evaluation plan to measure the impact of professional development

Results-driven professional development requires that leaders systematically evaluate programs to determine whether the intended results have been achieved. Say, for example, the district sets a student learning goal of increasing reading comprehension scores and a professional development goal of increasing teachers' use of differentiated instruction during reading instruction. A results-based evaluation would determine whether teachers are implementing differentiated instruction with quality and then would determine whether student reading comprehension improved. A quality evaluation plan includes five levels, as described by Thomas Guskey (2000). Information from each level informs us whether the group of educators is ready to move to the next stage of development. For example, if the organization is not providing appropriate support (Level 3), most educators will not have the resources they need to implement new strategies in the classroom. It would, therefore, be inappropriate to expect classroom implementation.

LEVEL 1: INITIAL PARTICIPANT REACTION.

How did participants react to initial training or information? This level is accomplished using the standard one-page evaluation form provided at most workshops.

LEVEL 2: PARTICIPANT LEARNING.

Did participants learn anything? This level is accomplished by examining activities conducted during professional development or pre- and post-assessments or interviews, and by collecting evidence that educators learned the new material.

LEVEL 3: ORGANIZATIONAL SUPPORT.

Has the organization made changes to support the use of the new strategies? Research on change has shown that many initiatives are not fully implemented because educators do not have the time, materials, resources, or support necessary to make the change. This level is accomplished when evidence can demonstrate that appropriate and proper levels of support were provided. Evidence might be documents showing the support, such as a list of materials provided or a schedule that was adjusted to provide meeting time. For example, aligning lessons to content standards requires both time and support from colleagues; if either of those factors is missing, implementation of new content standards within lessons will likely not occur.

LEVEL 4: PARTICIPANT USE OF NEW CLASSROOM PRACTICES.

Are any teachers using the new strategies and are any using the new strategies with high fidelity? This level is accomplished by collecting evidence of high-quality implementation in the classroom. An evaluation at this level requires a clear description of what high-quality implementation looks like and sounds like. Evidence can be collected through walk-throughs, classroom observations, or peer observation.

LEVEL 5: STUDENT IMPACT.

Have student learning goals been accomplished? This level is accomplished with evidence of improved student learning. However, Guskey asserts that the final level of evaluating professional development's effect on student learning can be conducted only after Levels 1-4 are completed. Effectively evaluating professional development requires evidence that desired practices were implemented so that new practices can be linked to changes in student learning. A common evaluation practice is to start a new program and then check at the end of the year to determine whether student learning has increased. Without evidence that new practices were implemented, this kind of linkage to results is invalid.

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#26: Teachers at our school determine the effectiveness of our professional development by using data on student improvement. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Hire an evaluation specialist to help the school write a professional development evaluation plan at each of Guskey's five levels described above. • Ensure that teachers have implemented the new practices before expecting student learning gains. • Develop common student assessments for each grade level. Use the results of the interim assessments to determine whether student learning is progressing as expected.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#3: We design evaluations of our professional development activities prior to the professional development program or set of activities. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Understand and be ready to collect appropriate data for each of the five levels of the evaluation. • Develop a Theory of Change for each professional development goal as part of the evaluation. • Hire an evaluation specialist to help write a plan to evaluate professional development at each of the five levels. • Develop a classroom observation tool specifically related to a key professional development goal to determine current classroom practices. • Use the KASAB framework (Killion, 2003) to outline the knowledge, attitudes, skills, aspirations, and behaviors that teachers need to gain through professional development. Share this description with staff and use it to collect evaluation data.
Seldom ____%	_____% *Needs attention*	
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#13: We use several sources to evaluate the effectiveness of our professional development on student learning (e.g. classroom observations, teacher surveys, conversations with principals or coaches. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Understand and be ready to collect appropriate data for each of the five levels in the evaluation model. • Hire an evaluation specialist to help write a professional development evaluation plan at each of Guskey's five levels. • Develop Innovation Configuration maps for priority initiatives and use them for Level 4 evaluations. • Collect classroom observation forms and teacher surveys related to priority professional development goals. • Learn to use the Stages of Concern survey to determine ways to support teachers' use of new practices.
Seldom ____%	_____% *Needs attention*	
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#20: We set aside time to discuss what we learned from our professional development experiences. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• Provide regular opportunities for staff to reflect on their use of new strategies, identify barriers and supports, and mark progress in using new practices in the classroom. • Set aside time to routinely reflect on the benefits and challenges of using new classroom practices. Gather information about the quantity and quality of use of new classroom strategies through a log or by using Innovation Configuration maps.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#51: We use students' classroom performance to assess the success of teachers' professional development experiences. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%	_____% *Needs attention*	• In learning teams, routinely examine student work for evidence of improvement in student learning as a result of using new instructional practices or curricular materials. • Collect and share protocols that focus on examining student work. • Develop common student assessments that all students in a grade level complete. Use the interim assessment results throughout the school year to determine whether student learning is progressing as expected.
Seldom ____%		
Sometimes ____%		
Frequently ____%	_____% *Progressing*	
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about evaluating professional development

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Summary of SAI results

Component 2: Multiple sources of student data

#12	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____

Component 3: Multiple sources of educator data

#30	Needs attention: _____	Progressing: _____	Skilled: _____
#39	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____
#52	Needs attention: _____	Progressing: _____	Skilled: _____

Component 4: Student learning goals from data analysis

#22	Needs attention: _____	Progressing: _____	Skilled: _____

Component 5: Educator goals align with student goals

#22	Needs attention: _____	Progressing: _____	Skilled: _____
#10	Needs attention: _____	Progressing: _____	Skilled: _____

Component 6: Research-based evidence

#4	Needs attention: _____	Progressing: _____	Skilled: _____
#14	Needs attention: _____	Progressing: _____	Skilled: _____
#21	Needs attention: _____	Progressing: _____	Skilled: _____
#36	Needs attention: _____	Progressing: _____	Skilled: _____
#41	Needs attention: _____	Progressing: _____	Skilled: _____

Needs attention = *Never + Seldom + Sometimes* ***Progressing*** = *Frequently* ***Skilled*** = *Always*

Component 7: Job-embedded professional development

#9	Needs attention: _____	Progressing: _____	Skilled: _____
#29	Needs attention: _____	Progressing: _____	Skilled: _____
#34	Needs attention: _____	Progressing: _____	Skilled: _____
#56	Needs attention: _____	Progressing: _____	Skilled: _____
#18	Needs attention: _____	Progressing: _____	Skilled: _____
#2	Needs attention: _____	Progressing: _____	Skilled: _____
#19	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____
#15	Needs attention: _____	Progressing: _____	Skilled: _____
#42	Needs attention: _____	Progressing: _____	Skilled: _____
#53	Needs attention: _____	Progressing: _____	Skilled: _____
#28	Needs attention: _____	Progressing: _____	Skilled: _____

Component 8: Clear timeline

#57	Needs attention: _____	Progressing: _____	Skilled: _____
#5	Needs attention: _____	Progressing: _____	Skilled: _____
#16	Needs attention: _____	Progressing: _____	Skilled: _____
#23	Needs attention: _____	Progressing: _____	Skilled: _____

Component 9: Measure impact of professional development

#26	Needs attention: _____	Progressing: _____	Skilled: _____
#3	Needs attention: _____	Progressing: _____	Skilled: _____
#13	Needs attention: _____	Progressing: _____	Skilled: _____
#20	Needs attention: _____	Progressing: _____	Skilled: _____
#51	Needs attention: _____	Progressing: _____	Skilled: _____

Needs attention = *Never + Seldom + Sometimes* ***Progressing*** = *Frequently* ***Skilled*** = *Always*